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# Report of the President 1974

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Report  
of the President  
Wellesley College  
1974

*The fact that Wellesley is dedicated to the education of women means that at this particular moment in history we can play a valuable leadership role. From a sound educational base we can supply the impetus for a genuine national concern for the special needs of women students.*

Barbara W. Newell  
Tenth President of Wellesley College  
Opening Convocation, September 1972

*To the Trustees of Wellesley College*

As we commence a new academic year, looking forward to the imminent beginning of Wellesley's second century, the time seems most fitting for a report on the College, its recent progress and its goals for the future.

In 1971, when many prestigious colleges and universities in this country were becoming coeducational, the Wellesley College trustees reached the carefully considered decision that Wellesley should continue as a college for women. That decision was grounded on the conviction that as a college centrally dedicated to the education of women, Wellesley could be of greatest service in accenting the achievement of women students. Further, Wellesley would be offering a valuable alternative form of higher education.

We are witnessing today marked shifts in the roles and expectations of women. All of these changes have a direct bearing on Wellesley's functions and upon its future responsibilities. We must help the nation to focus on the unmet needs of women students. We must share with others what we have learned about these needs, and in our new century pioneer new directions in the education of women.



# I. Wellesley College and Contemporary Women

We are seeking to offer at Wellesley a social and intellectual environment sensitive to the needs of the woman student. Through our academic and counseling programs, we strive to prepare women for positions of leadership, and to encourage the use of their talents over the broadest possible spectrum of volunteer and professional activities.

Yet there are a number of questions that need to be answered. We first need to know more concerning the effects of earlier experience upon women's career or study choices, and upon their behavior in an educational setting. In this connection we will want to compare single-sex and coeducational institutions. International comparisons of students, faculty, roles and career choices of women, and family patterns will also help give perspective.

We need to analyze labor market statistics to determine where our academic and counseling programs must be strengthened to facilitate the entry of women into a broader and more significant range of fields. A comprehensive study of volunteer activities in America would help create a campus and national climate that recognizes voluntary commitment as a crucial ingredient of social change.

Wellesley can contribute significantly to higher education by serving as a laboratory for research into women's educational, professional, and personal needs, and by translating the implications of that research into positive, responsive programs. What we learn here may benefit all who share our vital concern for the education of women. We have already taken some strides toward this ambitious goal which will be discussed more fully below.

## II.

# The Foundation: Liberal Arts Education

Wellesley has long been recognized as a leading liberal arts college for women. Today if we are to offer a viable alternative to co-education, and if we are to continue to attract outstanding women students, we must above all maintain academic excellence.

Wellesley continues its dedication to liberal arts education. Questions of values and flexibility of mind and training have never been more important. But the liberal arts are not a static quantity. There must be a continuing process of redefinition and reevaluation to assure our students an acquaintance with new tools of exploration, exposure to new areas of knowledge, and an understanding of new and changing problems that confront our society. New directions in the liberal arts must stem from the basic fact that we are educating women for participation in the twenty-first century.

Our aim in the future must therefore be to continue to seek top-ranking teacher-scholars for our faculty, able students from diverse backgrounds, and a responsive curriculum that retains what is of value while moving forward to incorporate new concerns. Let me briefly outline our recent progress.

### **Faculty**

Because of a conscious decision to maintain a 50-50 tenure-nontenure ratio by department, we have welcomed a substantial number of newcomers to the academic staff in the past two years. The flexibility of staffing that such a tenure policy provides allows us to meet changing student demands and to assure the academic community the stimulation of scholars recently in graduate schools. The faculty-student ratio of approximately one to eleven has remained fairly stable, and the proportion of faculty members with Ph.D.'s has remained approximately 60 percent.

Wellesley has placed emphasis in recent years on raising faculty salaries. Although inflation has put severe constraints on our budget, we have worked these past two years to keep faculty salaries at levels equal to top faculty salaries at institutions of comparable rank throughout the country.

Current studies point to the importance of female faculty members in motivating women



students and encouraging their achievement; in this connection it is interesting to note that Wellesley has consistently had one of the largest percentages of women faculty members of any nonsectarian college in America (54 percent in 1973-74). Not only does this record stand as a concrete illustration of our commitment to opportunities for women, but it contributes most significantly to the attainment of our fundamental aims as a women's college.

### **Students/Financial Aid**

Since making its decision in 1971 to continue as a college for women, Wellesley has fared well in regard to applications for admission. Over the past three years, applications have increased 27 percent. This year alone, applications rose 17 percent.

For the first time in Wellesley's history we were able in 1973-74 to give financial aid to all admitted freshmen (Class of '77) with demonstrated need. We have been able to do the same for the Class of '78, which enters Wellesley this year. We are realizing the desire of the founders of Wellesley College to make education accessible to an ever broader segment of women regardless of economic circumstances.

Because of the resources we have been able to devote to financial aid, our student body, while consistently high in academic caliber, includes young women from diverse backgrounds and ethnic groups. In last year's freshman class, for example, 16 percent of the students came from families where neither parent had attended college. Overall, more than one-sixth of the class was drawn from black and other minority groups (13 percent) and from foreign countries (4 percent). Some 69 percent came from public schools. Of these freshmen, 89.5 percent were in the top fifth of their class in high school, and more than half ranked first, second, or third.

Today, top students can turn to a number of leading colleges and universities which are assuring financial aid to any admitted student with bona fide need. If in the future we are to compete successfully for outstanding students, continued strong programs of financial aid at Wellesley are of the utmost importance.

The sources to which we look for such financial aid are primarily endowment income; gifts and bequests, especially from alumnae; and federal and state student aid funds. We have been particularly successful in recent years in our efforts to secure government funds and will continue to seek this support. But the main support will continue to come from gifts.

Our top priority is to admit each freshman class solely on the basis of ability, with funds sufficient to assure financial support for all

students with demonstrated need. Our goal is to offer all College students equal access to all College programs, including field internships and summer programs. In addition, our aim is to provide increased financial aid for transfer students and Continuing Education students.

### **Curriculum**

In recent years, the phenomenal expansion of knowledge has challenged traditional boundaries among disciplines and the traditional content of a college education. Today the study of the sciences requires an interdisciplinary approach, cutting across the demarcations that once separated chemistry from biology, biology from physics, and so forth. A similar broadening of perspective has characterized the humanities and the social sciences. An American college can no longer concern itself only with the culture of the United States and Western Europe; we must look to *world* culture, as well as to subcultures within the United States too long ignored in traditional curricula. Wellesley has therefore added to and revised its curriculum, offering an enlarged and increasingly interdisciplinary program of study.

Wellesley has had for some years strong offerings in the field of Asian studies. This past year a generous centennial gift to the College has made possible the Kathryn W. Davis Chair in Slavic Studies, and in 1974-75 we begin a new phase of the Slater International Program with the appointment of a distinguished foreign scholar as visiting faculty member.

We have broadened our international perspective and have deepened our understanding of subcultures within the United States through the expansion of black studies. We are also exploring how Wellesley's curriculum can best incorporate academic programs concerned with the roles and experience of women.

Our expanding social and geographical perspective is matched by a broadening intellectual perspective that is bringing almost all areas of study closer together. Some years back Wellesley initiated a major in molecular biology, combining courses in the chemistry and biology departments. This year a new mathematics course will create an even closer relationship between our mathematics and physical sciences curriculum. Environmental studies have created new bridges among economics, political science, biology, and chemistry.

Reflecting the far-reaching impact of science and its new tools are courses in computer science instituted in recent years and intended for students in various disciplines. This year we are reinstituting, in revised form, a course in the philosophy of science for both science and non-science majors.

Some of the recent developments in our curriculum stem from new concepts—for example, six-week minicourses in the departments of political science and art which allow a brief but intensive study of an academic area. Contemporary concerns are reflected also in a new chemistry seminar whose topic this year is energy and in an English course whose scope this year will include fiction published in the 1970s. For some time now, the political science department has included courses in legal studies; we have now added a course in the philosophy of law, and a history seminar will deal this year with selected problems in American legal history. In response to the large numbers of students preparing for graduate study in medicine, we are inaugurating this year courses in medical ethics and medical sociology.

A college curriculum represents at any given time a delicate balance between existing course sequences, expanding fields of knowledge, shifting emphases and needs within our society, the changing needs and interests of students, and the various interests and fields of expertise of the faculty. The preceding review, necessarily selective, gives some indication of the new perspectives and the new areas of study we are incorporating in our curriculum. Our task in the future must be a continual reshaping of our curriculum to keep pace with the growth of knowledge and society's changing concerns. We hope that a major aid in these efforts will be the newly created Committee for Educational Research and Development, discussed more fully below.

### **Off-Campus Opportunities**

Wellesley has also looked outside the classroom, developing a particularly broad range of off-campus opportunities for students.

*Ties with other institutions.* A small liberal arts college cannot be everything to everyone; students' curricular needs and interests have become too varied. Wellesley, like many other institutions, has therefore sought to forge cooperative links with other colleges and universities so that individual strengths and specialized offerings can be shared.

The largest of our exchange programs is the cross-registration program with the Massachusetts Institute of Technology. This program joins the complementary offerings of Wellesley and MIT, making available additional course options to students at both institutions. In 1973, faculties at both Wellesley and MIT completed a review of the first five years of this program and voted overwhelmingly to continue it. We will now be seeking to strengthen that program, particularly in the

areas of faculty interchange, joint course offerings, communication, administrative cooperation, and the sharing of equipment and facilities. We will also work toward reopening residential exchange.

The Twelve College Exchange offers Wellesley students additional opportunities: they may spend a semester or a full year living and studying at Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, or Williams. Wellesley students can also study at the Boston Museum of Fine Arts. In the experimental stage is a new exchange between Wellesley and Spelman College in Atlanta. Overseas Wellesley now has exchange programs with the universities of Sussex and East Anglia in England. Encouraged by the success of these programs, we look forward to exploring further interinstitutional ties.

*Foreign study.* Wellesley has long had a remarkably large number of foreign students. This past year, for example, students from 43 foreign countries studied at Wellesley with undergraduates from 49 states. The international outreach of the College has been given tremendous impetus recently not only from exchange programs but also from two special programs within the College itself. The Slater International Program brings foreign students for a year of study at Wellesley, supports Wellesley students in study abroad during the summer or the junior year, and beginning this year, as noted earlier, will also bring outstanding foreign scholars to the College as visiting faculty members. A generous centennial pledge from Ellis D. Slater has now assured funding in perpetuity for the Slater Program.

The Waddell Fellowships offer financial support for summer or full-year study in Africa or the Caribbean. Both the Slater and the Waddell programs have vastly extended Wellesley's geographical and intellectual horizons. We look forward to the continued development of such programs in the coming years.

*Work experience.* Wellesley's Washington Summer Internship Program, offering students job assignments in or related to the federal government, has been in existence since 1942 and is the oldest program of its kind in the nation. Wellesley also offers internships in urban politics in Boston and Los Angeles, an internship program in economics founded at Wellesley by the National Association of Business Economists, and a joint internship program in urban legal studies with MIT.

Increasingly, colleges and universities are coming to recognize the value of such non-academic experience as part of students' education; Wellesley is currently reviewing its



internship programs so that these pioneering efforts may be carried forward and expanded.

A rich source of additional opportunities lies right here in the town government and community services of Wellesley. Not only do students gain valuable work experience, but the town gains their services at minimal cost, since a large portion of many of their salaries is covered under the federally financed work-study program administered by the College.

Students from Wellesley College have held jobs, for example, with the town planning board, the treasurer's office, and the curriculum committee of the public school department. This past year, two of our students worked for the Wellesley Department of Public Works conducting water-quality tests for the town in a College biology laboratory. The College has also made available a residence for educationally deprived high school students in the town's ABC (A Better Chance) Program, and College students go there as tutors.

Such cooperative programs offer what we hope is a particularly satisfying combination of opportunity for students and service to the town.

*Ties between academic and nonacademic worlds.* The goal of training in the liberal arts is to educate the whole person for a richer life. Exposure to various facets of our society outside the classroom will provide students an opportunity to explore alternatives and to make more knowledgeable decisions on future directions for their lives. Thus Wellesley's economics department has brought business men and women to teach on campus and exposes students to a wide variety of job opportunities. We now need to explore the possibilities of acquainting students with other areas—for example, expanding fields in the health sciences.

We are now also seeking to forge stronger links between undergraduates and our sizable alumnae community. In 1972 Wellesley sponsored the Many Roads Conference, in which some 40 alumnae with extremely diverse lifestyles and occupations came back to the campus to describe their careers and the prospects they saw ahead for today's undergraduates. We will be holding a second Many Roads Conference this year, and we hope in the future to develop additional programs which will bring alumnae and others to the campus to explore with students various volunteer or professional pursuits, and various life patterns.

### **Physical Facilities**

Underpinning Wellesley's academic programs are the College's physical facilities. Two major

projects, both significantly related to academic developments at the College, are currently under way.

Wellesley's new Science Center, entailing the construction of a new building and renovation of an existing one (Sage Hall), will bring together the sciences at the College. New, highly flexible laboratories will accommodate the interdisciplinary emphases and the teaching methods of modern science.

We also are adding two wings to the main College library, additions made necessary by today's rapid expansion of knowledge and the College's enlarged curriculum. The new library will provide space for approximately 325,000 more volumes, bringing the projected capacity to 825,000. It will be able to accommodate new developments in library technology which will vastly improve the handling of our collections and link the Wellesley library efficiently with the resources of other libraries in the New England area.

The trustees voted last June to rename this fundamental facility the Margaret Clapp Library, in commemoration of Miss Clapp's invaluable contributions to the strength of Wellesley College. Margaret Clapp was Wellesley's eighth president (1949-1966), and it was with deepest regret that we learned of her death last spring. The newly expanded Margaret Clapp Library will carry forward her commitment to Wellesley's academic strength and will serve the College far into the future.

Wellesley's trustees decided to go forward with these major construction projects at this time so that further price increases could be avoided. Firm prices were negotiated, and funds were borrowed for immediate expenses through advances from endowment. These advances must be repaid as soon as possible, in order to avoid a serious drain on our operating income. Financial support for our construction projects through centennial gifts and bequests represents therefore a high priority.

The fund raising is going well, as noted more fully in the budget section of this report. Of major encouragement is the Kresge Foundation award of a \$1 million challenge grant, which must be met by 1977, to help underwrite construction of biological facilities in the Science Center. Such a grant is a vote of confidence in the College and its plans, but it also means that we must emphasize the raising of funds for the Science Center.

Thanks to a major centennial gift, we have in hand a substantial part of the funds needed for expansion of our art library and other improvements in the Jewett Arts Center. We have also undertaken the construction of new chilled water and steam facilities needed especially to support the Library and Science Center. Additionally, a grant from the Braitmayer Foundation will enable us to study

possibilities for year-round use of the campus. Next in our centennial decade we must turn our attention to the projected renovation of our other academic buildings.

These endeavors are part of the constant activity of renewal that all colleges and universities must undertake. If Wellesley is to continue to attract the best faculty and students, the availability of modern academic facilities is vital.

### III. Reaching New Segments of the Population

At the same time that we are exploring new dimensions of Wellesley's role as an undergraduate college for women, and new approaches and opportunities in the learning experience, we are also seeking to broaden our horizons in other areas of our institutional life.

#### **Continuing Education**

Wellesley launched its Continuing Education Program out of a desire to broaden the College's educational and social community, and out of a conviction that our commitment to women does not stop at age 21 or 22. We have recognized that women beyond usual college age have highly individual educational needs. They wish to complete undergraduate degrees, to prepare for graduate study, to update their training for reentry into the job market, or simply to explore interesting new fields. Continuing Education at Wellesley has grown from 26 students in the fall of 1970 to roughly five times that number this year; the program is expected to expand to an enrollment of approximately 300 (the equivalent of 150 full-time students).

As we plan for the growth of this program, we need to take a careful look at the needs of the women we are currently reaching with Continuing Education, and at the population we might reach. Last year we appointed two sociologists as consultants to the program, and they have begun our explorations with a survey of the academic and financial needs of potential Continuing Education students.

### **Symposia/Minicourses**

In the context of Wellesley's commitment to women beyond usual college age, several other programs are noteworthy. For each of the last three years, Wellesley has offered to alumnae, and also their husbands, their friends, and parents of Wellesley College students, a six-day symposium on a topic of current concern.

The faculty is now also developing a series of taped minicourses, to be distributed to alumnae groups throughout the country. Our aim in these "alumnae seminars," as in the symposia, is to share the intellectual life of the College with our alumnae and to back up our special commitment to women with specific programs.

### **Wellesley Library Fellows**

Another new development is the beginning this year of a Wellesley Library Fellows Program. These scholars, who may be men or women, will have access to the College library and to lounge and work space in Cheever House, a large house near the campus recently acquired by the College. The program stems from our recognition that the Boston area contains a substantial number of women, many with advanced degrees, who wish to continue their scholarly activities but need an academic affiliation. Through the Wellesley Library Fellows Program, we can make the resources of Wellesley accessible to them; at the same time, their presence will serve as a stimulus to intellectual activity on campus and to the aspirations of students.

### **Multigenerational Campus**

In our efforts to bring new groups into our educational community, we also have looked to the continuing intellectual vitality of those of retirement age. We have made a beginning through RSVP (the federally sponsored Retired Senior Volunteer Program), which has brought a small number of volunteers to various offices on campus. This experiment has proven most successful and can serve as a start in our efforts to create at Wellesley a multigenerational community.



## IV.

# Progress to Date

In summary, the years ahead must bring the careful assessment and continued improvement of curriculum and campus life. Thanks to a Ford Foundation Venture-Fund grant of \$150,000, Wellesley now has funds specifically intended to help supplement our own monies allocated to innovative educational programs. Further, a grant from the Charles E. Merrill Trust will help underwrite curriculum development.

This report has already touched on our progress in several areas; let me now review briefly some of the other steps we have taken to date and some of the concerns which seem most promising for further exploration.

### **Education and Student Life**

*Center for the Study of Women in Higher Education and the Professions.* Our desire is to maintain the best of liberal arts education for women, and to do this we must work toward a greater understanding of the process of educating women. We need to learn how we can improve our teaching methods and how we can provide the supports necessary to help women after graduation.

A Center for the Study of Women in Higher Education and the Professions has been established at the College to provide a focus for such concerns. The institute is sponsored jointly by Wellesley College and the Federation of Organizations for Professional Women, a recently formed organization comprising some 44 educational and professional associations throughout the country.

Students and faculty from the College community will be invited to participate in projects undertaken by the Center, and it is expected that the College will serve as a testing ground for research findings. The Federation, with its constituency throughout the country, offers the means of both gathering and disseminating information nationwide.

Carnegie Corporation funding for the first two years permits us to launch the Center and begin its initial projects. Eventually the Center is expected to undertake a broad program of activities: it will conduct research, sponsor symposia and training conferences, serve as an information exchange, and host visiting scholars. The Center hopes to serve as a vehicle for

interinstitutional studies which can help both Wellesley and other educational institutions.

*Campus conferences and other interinstitutional activities.* Many of the interinstitutional activities of the past year have had a women's focus. Wellesley students organized a four-day conference to look at many aspects of the issues presently concerning American women. It drew speakers from across the whole spectrum of the women's movement.

An allied activity was a very successful conference for women administrators from institutions of higher education throughout New England. Our purpose in bringing these women together was to enable them not only to share experiences but also to gain perspective on their roles within their home institutions.

Administrative trainees from Harvard's Institute for Educational Management came to the College in June of 1973 to discuss the problems of women's education in America and to become better acquainted with experimental projects currently underway at Wellesley.

Three years ago Wellesley joined with eight other institutions (Amherst, Brown, Dartmouth, Harvard, MIT, Mount Holyoke, Princeton, Wesleyan) to study in depth the financing of undergraduate education at private institutions. The project was funded by the Alfred P. Sloan Foundation. An outgrowth of this study, which was published this year, was the establishment of a Consortium on Financing Higher Education. Wellesley continues its role in the study of these issues as a member of this group of cooperating institutions.

*Committee for Educational Research and Development.* Wellesley's Committee for Educational Research and Development embodies a new concept in the College's educational planning. Its director is a faculty member released from teaching duties to head the committee for a two-year term. In this way we hope to bring faculty perspective to academic planning and to ensure, through rotating appointments, a continual freshness in our approach. Conversely, we hope that each director will bring new ideas back to his or her teaching and thus generate a lively interest in educational innovation.

A good liberal arts education depends on a continuing evaluation of existing programs and a willingness to experiment in the development of new approaches. The Committee for Educational Research and Development was established to spearhead this dual task of evaluation and experimentation.

To date, the Committee has evaluated existing programs (with the result that one cooperative urban program was discontinued), helped to develop an experimental tutoring

program in writing, and with the aid of a grant from the Hazen Foundation, has established an interdisciplinary faculty seminar to foster future curriculum development. A grant from the Lilly Endowment will allow us to continue and expand programs like this in future years.

The work of this committee has just begun, and much unexplored territory lies ahead. We expect the Committee for Educational Research and Development to be a powerful tool in the search for new academic directions for the College.

*Student affairs.* Beginning last year, groups of staff members—including deans, counseling personnel, the coordinator of student services, and our new director of residence—have focused their efforts on life in College residence halls, counseling, and extracurricular campus activities, as all of these combine to shape the environment at Wellesley and to meet students' needs.

Among the products of this ongoing self-examination have been a variety of programs aimed at improving our residence system, including a special training session for heads of house on aspects of personal counseling. The new "guests-in-residence" program invites people to stay on campus for long- or short-term periods, to meet informally with students and talk about lifestyles, occupations, and other topics of mutual concern. Other projects have been a seminar series for students on how to handle academic pressure and personal concerns; an experimental program of sex education through peer counseling; and a weekend program entitled "Why History?" which brought faculty and students together in informal discussions of the meaning of historical study and its value in regard to today's ethical and social issues.

We have tried to raise questions, to open lines of communication, to experiment with new programs and methods. We have taken some initial steps in what is essentially a continuing process of self-evaluation and, ultimately, improvement of the way in which Wellesley meets the personal needs of students.

## **Community Concerns**

*Commission on Community Life.* The diversity of our student and staff population necessarily produces a variety of individual needs—student needs to which our faculty and staff must respond, employee needs to which we must be sensitive as a community.

In the spring of 1973 we created a Commission on Community Life as an experimental group to review social interaction among the various segments of our College community and to recommend programs aimed both at

increasing the diversity of our community and at improving intergroup relations.

To date, subgroups within the Commission have focused on such issues as employment policies for academic and nonacademic staff, the needs of religious and ethnic minorities on campus, and the handling of financial aid.

The Commission on Community Life represents a new kind of effort at an American college, and I am pleased to report that its work has already resulted in a number of positive measures. It is a challenge—even in a community as intimate as ours—to work toward agreement on ends and means, but we are encouraged by the initial success of the Commission and look forward to its further efforts in helping to build at Wellesley an effectively functioning, cohesive community.

*Environmental Concerns Committee.* Our commitment to the College community is also reflected in our new Environmental Concerns Committee, whose formation fortunately antedated the energy crisis of the past year. This committee brings together faculty, students, and staff to assure attention to the protection of our physical environment, a task of some significance in these times both of energy shortage and of considerable construction on the Wellesley campus. During the past year, this committee has assisted in establishing College policy in a number of areas; it reviewed the design of new buildings and assisted in implementing the closing of residence halls and academic buildings during the January 1974 interterm. The Environmental Concerns Committee has been one of the most active groups on campus and we welcome its continued vigilance.

*The town of Wellesley.* In keeping with the reciprocal nature of many College-town activities, we also offer academic opportunities to town residents within our own College community. The Town Scholars Program, with a long history dating back to 1900, currently offers ten full-tuition scholarships to students admitted from the town of Wellesley. Residents of Wellesley and other nearby towns may audit courses, and this past year we have extended auditing privileges free of charge to senior citizens in this area. High school seniors from Wellesley and surrounding towns, and seniors from the Dana Hall School, may also, under special arrangements, take courses for college credit. The College has made space available on campus for the Wellesley Community Children's Center, which now provides child care facilities both for our College community and for Wellesley and neighboring towns.

Through involvement on a personal as well as institutional level, we hope to build stronger

ties with the town of Wellesley. There are certainly areas where we feel we are not doing enough; we have sought to improve College-town relations through meetings with town selectmen and others. It is our hope that such efforts together with the programs in which we share our mutual resources will contribute to a satisfying and productive relationship for both the College and the town.

## V. The College Budget

Ultimately the success of our endeavors depends upon the resources made available through our budget and upon our chosen priorities. In making financial projections for Wellesley's centennial decade (1972-73 through 1981-82), we assumed a 4 percent rate of inflation. That estimate has been far outstripped by the inflation of the past two years. Prospects for the future remain uncertain. We have managed this past year to continue Wellesley's tradition of living within our resources, and we shall make every effort to maintain this sound fiscal policy in the years ahead.

Inflation has required us to look much more strenuously at our internal priorities. We have engaged the College's first budget officer to help us weigh various needs within the institution. She has consulted in detail with individual academic departments and other units within the College. We have also undertaken a review of auxiliary enterprises. Regrettably, this year we will close two of the dormitory dining halls. The projected saving resulting from this change is \$200,000 a year. Additionally, all units of the College were requested to keep their program budgets for 1974-75 at 1973-74 levels. In almost all instances the request has been observed.

As a result of this careful consideration of priorities we were able to maintain our relative position in regard to faculty salaries, achieve a slight reduction in faculty teaching load and a fractional improvement in faculty-student ratio, and, as noted earlier, offer financial aid to all admitted freshmen who needed it, without using a cent of tuition income or unrestricted gifts.



It will not suffice, however, for us simply to keep a tight rein on the annual budget. The success of the College's centennial fund-raising drive is essential to Wellesley's continued strength. The College launched this campaign with a goal of \$70.7 million to support primarily faculty and instructional needs, programs of financial aid, the improvement of our physical facilities, and special academic programs and educational research. We recently completed the second year of Wellesley's centennial decade. The total of gifts and pledges is already almost \$13 million. This past year we received a record \$6,043,000 in gifts and bequests to the College. The most difficult years of our fund-raising efforts lie ahead. In the coming years, we must call upon the dedication and hard work of our loyal alumnae as well as members of the staff if we are to reach Wellesley's centennial goal.

## VI. Conclusion

Wellesley College will enter its second century with notable assets:

- ✧ a renewed commitment to the education of women
- ✧ a history of excellence in liberal arts education
- ✧ a strong faculty of devoted teacherscholars and a dedicated staff
- ✧ a relatively small, highly capable, and diverse student body
- ✧ a concentration on undergraduate education, with concern for the individual student
- ✧ a high level of alumnae interest and support
- ✧ financial strength and stability
- ✧ freedom as a privately supported institution to set goals and make decisions
- ✧ an advantageous location and beautiful physical setting

Our future directions must build on these strengths. The keynote of our efforts will be outreach and a broadening of horizons—

whether in a curriculum that offers new forms of educational opportunity, in studies that are interinstitutional or international in character, or in educational programs encompassing new segments of our population.

Continuing long-term inflation and increased competition, especially from newly coeducational colleges and universities, now pose real challenges. It will take careful fiscal management and considerable effort to meet our financial goals. It will take a continued emphasis on quality of education and on improvements in our physical facilities to meet our academic competition.

In our new century it will be Wellesley's special challenge to provide a viable alternative form of higher education. We will be building on a strong and proven past. With the help of trustees, faculty, students, staff, parents, alumnae, and friends, we can attain our goals.

A handwritten signature in dark ink, reading "Barbara W. Newell". The script is fluid and cursive, with the first name "Barbara" written in a larger, more prominent hand than the last name "Newell".

Barbara W. Newell  
*President*





